DOCUMENT RESUME

ED 306 887 HE 022 611

TITLE Whitney M. Young, Jr. College of Leadership Studies.

INSTITUTION American Association of State Colleges and Universities, Washington, D.C.; Kentucky State Univ., Frankfort.

SPONS AGENCY National Endowment for the Humanities (NFAH), Washington, D.C.

PUB DATE Feb 89

NOTE 58p.; This report is one of a group gathered by the AASCU/ERIC Model Programs Inventory Project, funded by the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education. For related documents, see HE 022 565-617, HE 022 619-643 and HE 022 645-659.

PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC03 Plus Postage.

DESCRIPTORS Associate Degrees; Bachelors Degrees; *Black Colleges; *College Curriculum; *College Programs; Higher Education; *Liberal Arts; Literature; Mathematics; Models; Program Descriptions; Sciences; State Universities

IDENTIFIERS *AASCU ERIC Model Programs Inventory Project; *Kentucky State University

ABSTRACT

The Whitney M. Young, Jr. College of Leadership Studies, described in this report, was established in 1983 as part of an effort to turn Kentucky State University into the state's leading small, liberal arts institution. The curriculum is based upon the "great books" model of St. John's College and other schools, with particular modifications and adaptations to make it suit the conditions of an historically black, public university recently moving toward fuller racial integration. The college offers an Associate of Arts degree and a Bachelor of Arts degree in Liberal Studies. The first 2 years of the required curriculum are so organized that a student who takes the mandated 48 semester credit hours thereby meets university liberal studies distribution requirements. Students are evaluated in terms of regular class participation, quality of papers submitted, and written and oral examinations, as well as a meeting each semester with a committee composed of all their teachers, from which a summary evaluation is written. The progression of the curriculum in literature, philosophy, Latin, Greek, math and science is described. After a decline in enrollment, enrollments in 1987 and 1988 were the largest ever. Work is underway on improving the seminar structure, and a need is seen to find ways to better relate course content to the life, world and experiences of young undergraduates. Administrative support is seen to be critical to program success. A report of the program review committee, two Notre Dame Liberal Studies programs, and a teacher-course evaluation form are appended. (KM)

ED306887

WHITNEY M. YOUNG, JR.
COLLEGE OF LEADERSHIP STUDIES

at

KENTUCKY STATE UNIVERSITY

Frankfort, KY 40601

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AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

ABSTRACT

Whitney M. Young, Jr. College of Leadership Studies was established in 1983 as part of the effort to turn Kentucky State University into the state's leading, small, liberal arts institution. The curriculum is based upon the 'great books' model employed by St. John's College and other schools, with particular modifications and adaptations to make it suit the conditions of an historically black, public university recently moving toward fuller racial integration.

Whitney Young College offers an Associate of Arts degree and a Bachelor of Arts degree in Liberal Studies. The first two years of the required curriculum are so organized that a student who takes the mandated 48 semester credit hours thereby meets University liberal studies distribution requirements.

Introduction

This document will contain an account of the background to the creation of Whitney M. Young, Jr. College of Leadership Studies, a description of the program as a whole and of its parts, a review of the strengths and weaknesses of the program, and some comments on the future of the college.

Background

In 1982, the Board of Regents and other state leaders decided to re-orient Kentucky State University and to give it a new mission. That mission was to be "the unique, small, liberal studies institution with the lowest student-faculty ratio in the state system." As a result of this redirection of the University, two new programs directly focused on liberal studies were established. One was the Integrative Studies Program; the other was Whitney Young College.

The aspirations behind the founding of the 'great books' college are reflected in the proposal drawn up at the time the school was organized.

> "The Whitney Young College of Leadership Studies...provides an undergraduate learning experience in the best traditions of liberal learning and scholarship. It is designed to develop the powers of critical thinking and integrative perception, and an understanding of the human condition which distinguished those who achieve effective leadership roles in society. It provides exceptional preparation for subsequent professional study in law, medicine, or business, as well as for graduate scholarly studies."

The establishment of Whitney Young College was a major part of a larger effort to create an attractive array of courses and programs in liberal studies and thus to stabilize the institution.

Description of the WYC Program

Students in the Whitney Young College program are required to take three four-credit courses each semester in their freshman and sophomore years. In the junior and senior years they typically take two required courses per semester and other courses from a list of approved electives. Seniors are required to write a senior thesis and to pass a senior comprehensive examination. The required courses can be grouped into three categories: seminars, math-science tutorials, and language tutorials. An account of these is provided below.

In all courses the teaching method emphasizes active student participation in discussion, demonstration, and experiment. Lectures are kept to a minimum. The students are expected to have read all assigned material and to come to class prepared to discuss the text or to solve the problem or to carry out the experiment. Insofar as possible the students read primary texts. They are asked to figure out for themselves what a great thinker is saying and they are discouraged from relying upon secondary authorities. Maximum use is made of the seminar-discussion method. The professors intervene in the discussions only in order to keep them focused and on track.

Classes are small. In Language and Math-Science tutorials the enrollment limit is 15. The limit on seminar enrollment is 20, and in all seminars with 12 or more students there are two co-tutors.

Students are evaluated in terms of regular class participation, the quality of papers submitted, and written and oral examinations. In addition to these means of evaluation, students also meet once each semester with a committee composed of all their teachers in Whitney Young College. The instructors discuss the performance of the student in particular courses, compare notes on the student's general progress, write up a summary evaluation, and ask the student to comment on the accuracy or error of the views of the faculty members. This time-consuming but valuable process, know as 'don rags', gives students and faculty a perspective which could not be derived from any one class evaluation.

Living arrangements provide some help in fostering a sense of community among Whitney Young College students. The males are grouped together in one dormitory while the females are grouped in another. While this is not as ideal a situation as having them all in one dormitory, which was the case up to this year, it is much superior to dispersing the students throughout all residential halls.

Another unusual characteristic of Whitney Young College is the racial mix of the students. In the past two years the entering freshman class has been 49% black and 51% white.

Admission standards for entry into Whitney Young College are an ACT score of 20 and a GPA of 3.0.

The faculty in Whitney Young College is assigned directly to the college. Eight faculty members have full-time appointments in the college and one has a half-time appointment. This number of faculty members is insufficient to staff all seminars, and therefore usually two or three faculty members are borrowed from other colleges to provide the requisite number of instructors. Regular Whitney Young College faculty members are expected to teach across the curriculum, i.e. they will teach Math-Science courses and Language courses regardless of their academic specialization.

The Seminar. The freshman year seminar begins with a reading of Homer's two great poems and moves on to the study of Athenian drama, history, and philosophy. About one half of the readings in the first semester are drawn from Plato. In the second semester the students read Aristotle, several Roman authors (Virgil, Lucretius, Plutarch, Cicero) and large parts of the Hebrew Bible. In both semesters students write a seminar paper which is not finally accepted until after revisions have been made in it.

In the sophomore year the students read large parts of the New Testament, St. Augustine, various medieval Christian authors (e.g. Aquinas, Dante), and other texts taken from the sixteenth through the eighteenth centuries. They end up reading some of the basic documents in the history of the American Revolution. Again, a paper is required and an oral or written examination is given at the end of the seminar.

In the two seminars for the junior year the authors read include Hume, Rousseau, Kant, Jane Austen, de Tocqueville, Lincoln, Frederick Douglass, Dubois, Marx, Nietzsche, and Dostoevsky.

In the senior year there is only one seminar because students are expected to give much of their time in the fall semester to their senior thesis. The senior seminar focuses on Tolstoy, Freud, Whitehead, Kafka, Yeats, Mann, Camus, Heidegger.

Language. In the freshman year of the language sequence students take either Latin or Greek. The sophomore year courses

provide an introduction to the history of English literature. In the junior year there is one required course on ancient and modern rhetoric. In all of the language courses there is great stress on improving writing. Students are required as freshmen to purchase the Harbrace College Handbook. This work is then used as a guide and manual for writing in all Whitney Young College courses. Just as the students must do, so the faculty must learn the Harbrace system of notation and correction.

Math-Science. In the Math-Science sequence freshman start out by working through a large part of Euclid's Elements before going on to study Ptolemy's account of his cosmological system and the critique of it developed by Copernicus. Throughout their studies they work on the primary texts. In the sophomore and junior years they study major developments in early modern science, reading works by Galileo, Descartes, Newton, Huygens and others. The focus is on physics, optics, and mathematics. Very little is done with developments in biology. In the senior Math-Science course students study the history of social science and are introduced to statistics and probability theory. In all of these courses there is a continuing emphasis on student initiative and hands-on laboratory experience.

In addition to this set of required courses, students are required to choose free electives from a list of more specialized preceptorial courses offered by the Whitney Young College faculty. These courses focus on a particular writer or text or theme and pursue the subject in depth. The teaching method in preceptorials is usually a mixture of lectures and discussion. The topics reflect the academic interests of the faculty member and the perceived interests of students.

Results

The Whitney Young College program was started as a two year course of study in 1983. It was evaluated by a committee composed of an outside consultant and several Kentucky State University faculty in 1984 and 1985. The Sloan Committee Report (February, 1985; appended) noted some problems but expressed great enthusiasm for the quality and success of the program to that point. It recommended expansion to a four-year program, and that advice was accepted by the Board of Regents in April, 1985.

After two years of reasonable freshman enrollment, the school experienced two years of serious decline, until the freshman class of 1986 had only 16 students. This was related to administrative problems and to weak recruitment efforts. The

entering classes in 1987 and 1988 have been the largest in the short history of the college: 67 and 62, respectively. Currently the target figure for enrollment is in the range of 60-80 students.

A majority of faculty members have felt that the seminar structure could be arranged to work better. The College now has a Planning Grant from the National Endowment for the Humanities which is supporting an extensive review of the seminar and the formulation of plans for reform. The perceived need is to better adapt the readings to students who typically have no historical knowledge and who are the first generation in their families to attend college. The movement in this reform work, which is still underway, is toward stressing history much more in the freshman year and toward organizing thematically focused seminars after the freshman year.

Recommendations

The faculty needs to be attentive regularly to finding ways to relate course content to the life world and experiences of young undergraduates. Students, black and white, get very interested in the texts only when they can see that they have some relevance to the context of their own lives. The College hopes to become even more skillful at this by rendering the problem explicitly thematic.

The history of the College shows that administrative stability and support from the offices of the President and Vice-President for Academic Affairs are crucial to the success of the program. Wise leadership in those offices gives students a sense of confidence that Whitney Young College is seen as an essential institution for the University as a whole as it moves toward becoming the state's unique, liberal studies institution. Furthermore, mature administrative leadership helps strengthen offices which are essential for the success of Whitney Young College, particularly offices such as Admissions, Registrar, and Financial Aid.

In general, the faculty here is convinced that stress on active student participation in his or her own learning and a focus upon great, classical works and contribute to a superior undergraduate education. But the best way to organize and structure such a program must fully take into account the intellectual preparation of students on a particular campus. To make a 'great books' program work it is not enough to know how they do it at St. John's College; it is even more necessary to be creative and inventive in finding ways to be effective on a state university campus.

REPORT OF THE

REVIEW COMMITTEE

FOR

WHITNEY YOUNG, JR., COLLEGE

OF

KENTUCKY STATE UNIVERSITY

FEBRUARY 1, 1985

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SECTION I

CHARGE TO THE COMMITTEE

BACKGROUND

The Ad Hoc Review Committee to assess the Whitney Young College Program was established by President Raymond Burse of Kentucky State University in the fall of 1984, in accord with the directives of the Board of Regents Document (undated, Document #2 in Review Committee Documents), which recommended that such a committee be established "No later than the last day of the third semester of existence of the College." The Board document charged the Review Committee with three specific considerations for its review, with others to be suggested by the President as needed. The specific charges to the Committee outlined in the Board document were as follows:

"(1) An evaluation of the quality and effectiveness of the academic offerings of the College.

(2) A recommendation as to whether the original academic program of the College should be continued or should be modified, or

(3) A recommendation that the objectives of the University with respect to leadership studies could be better served beyond that time by other academic programs or processes."

To carry out this Review, President Burse appointed Professor Phillip Sloan, Associate Professor in the Program of Liberal Studies of the University of Notre Dame, to Chair the Review Committee as external Chairperson, and four members of the regular faculty of Kentucky State University were appointed to the Committee, two (Horton, Patterson) from the Whitney Young faculty, and two (Garrison, Woods) from outside departments. Between the meetings of the Committee and the preparation of the final report Professor Samuel Woods resigned from the university and is not a signatory to the report. Curriculum Vitae on the Committee Members are

included in Appendix A.

Professor Sloan was selected to serve as external reviewer and Chair of the Committee in light of his experience in a similar curriculum at the University of Notre Dame. The Program of Liberal Studies (PLS), in which he teaches, has common historical roots in the 1930's with St. John's College program, but has developed along an independent path in a 34 year history at Notre Dame in the setting of a multi-departmental university, functioning in many respects as a college within the Arts and Letters College. For this reason, its academic environment is much closer to that in which the Whitney Young College is located than is St. John's College. Professor Sloan has been able to draw upon the historical experience of this program , and could utilize this information to draw comparisons between the two programs. The Program of Liberal Studies can also provide concrete data on the employment opportunities, graduate placements, and success rates of students graduating from this kind of Great Books curriculum. A copy of the brochure of the Program of Liberal Studies is included in Appendix B.

In addition to the general directives set out in the Board of Regents Document, the external Review Chair was asked by President Burse to address certain issues concerning the relationship of the Whitney Young College to the rest of the campus, and to give him more assessment on the grading practices and curriculum of the WYC Program.

To carry out this review, Professor Sloan was first brought to the KSU campus in November of 1984 for an orientation visit. During this visit Professor Sloan met with the WYC faculty, attended classes, and met with students both within and outside the WYC. The Review Committee was then established, and Professor Sloan returned for two days of intensive committee meetings in December of 1984. This report follows from these December meetings.

SECTION II
SUCCESS OF THE WHITNEY YOUNG PROGRAM

Measuring the success of the curriculum and program of the WYC was judged by the Committee to be difficult in light of the short life-span of the College. The first entering class is only

now in the early stages of their fourth semester of studies, and it will be two years before even the first graduates of the initial program will be able to be assessed. The best that can be offered at this time are impressionistic measures of success, and the results of student evaluations. The Committee recognized that meaningful quantitative measurements could, in sufficient time, be employed. These would include performance on standardized tests, such as the LSAT, MCAT and GRE examinations. A more critical measurement would also include the relative performance of WYC students on these tests compared to a peer group with comparable ACT scores at KSU or at other institutions. However, such measurements will be at least two years in the future.

The external reviewer, after visiting the Program and talking with students in the WYC, concluded that morale was high among the students; that there were no substantial problems leading the students to seek other majors; and that satisfaction with the quality of teaching, and with the faculty in particular was very high. Although the majority of students talked with were caucasian, special effort was also made to discuss these issues with black students in WYC as well. The main area of difficulty encountered in these conversations concerned the unorthodox grading practices of the WYC, and this topic will be treated more fully in Section Three.

The Committee was unanimous in its conclusion that the WYC had indeed fulfilled the central aim of its establishment--the creation of a fine liberal-arts college dimension at Kentucky State. It had also succeeded in fulfilling a subsidiary component of its original mission--the increase of the proportion of resident white students on campus. It was also the conclusion of the Committee that the college had attracted to campus a high percentage of highly able students. Mean ACT values for entering Freshmen in the WYC was high--22.8 for 1983, and 23.2 for 1984, compared to respective university averages of 13.0 and 12.9. GPA's of the WYC students have remained high, with a median grade for Spring, 1984 of 2.94, in spite of rigorous grading practices.

More intangible, but still significant measures of success are related to the wider impact of the WYC program on the campus. One committee member from outside WYC remarked on how the students who had been in WYC were often the leaders in his own classes. Comment was made on the leadership role of WYC students in campus dramatics and other activities. The activity of the Dean of WYC in communicating information about WYC to the community, and other activities of the WYC faculty in the wider community were noted.

One particular point of exploration concerned the attrition rates of the WYC. Information from the comparative Notre Dame Program over the past five years in the Notre Dame Program was helpful on this issue. These results are recorded in Table I:

TABLE I
Attrition Rates
Program of Liberal Studies

Class year	# Sophomore Class	# Graduating	Actual Loss	%
1986	72	64 (Juniors)	8	11
1985	85	72	21	25
1984	48	48	16	33
1983	55	52	14	25
1982	42	34	24	57

It should be noted that the Notre Dame program is able to graduate nearly as many students as enter it in the Sophomore year (the first year available to students) primarily because of the admission of transfer and foreign-study students in the Junior year, a practice which serves to maintain the enrollment. Averaging over class-years 1982-85, the Notre Dame program experienced an average 35% decrease between Sophomore and Senior years, which compares reasonably with the WYC and St. John's College attrition rates. It should be noted that unless the students leave the university, the WYC students who leave the College still have been attracted to KSU, and contribute to other majors. Indications to this point are that most of the students coming to KSU for the Whitney Young College who leave it do continue studies at KSU.

Informal discussions conducted by the external reviewer with various students seemed to substantiate the conclusion that students left the program for reasons other than dissatisfaction. A conversation with one black student who had left the WYC program after a year indicated that his reasons were wholly associated with the student's desire to have more room to pursue his joint teaching-computer science training, and this student spoke very highly of the program.

Many students may also leave WYC for reasons associated with its newness. Unlike the Notre Dame program, which can now point to 34 years of success, and which has become one of the most popular single majors within the Arts and Letters College at Notre Dame, the WYC is unfamiliar to many KSU students, and many are not clear as to the employment options related to such training.

The Committee was confident that with sufficient time, the general perception of WYC would lead it to attract more students and hold those it currently enrolls more firmly. Drawing on the Notre Dame experience, although it is not the intent of the Program of Liberal Studies to prepare students vocationally, one of the reasons for its popularity is that it has been recognized at Notre Dame as an excellent pre-law major, with many of the PLS graduates entering the top law schools. Appendix C lists the results of a recent survey of the Notre Dame alumni of the Program of Liberal Studies, and details the variety and quality of the post-graduate careers of PLS graduates. A fair number of the Whitney Young students are currently intending on Law School, and it is expected that once the WYC program is established, it will also be recognized as an excellent pre-legal major.

The Comittee also deliberated on the utilization of standardized Teacher-Course evaluations for assessing the WYC. It was observed, however, that usual standardized forms are typically designed for lecture formats, a style of teaching that is almost never encountered in WYC, and the need was expressed for a TCE form that would take the seminar-discussion character of the WYC more into account. A sample of the special supplement to the standard Notre Dame TCE form, intended for use by the Program of Liberal Studies, is supplied in Appendix D for comparative purposes.

RECOMMENDATIONS:

After a full discussion of these issues, the Committee then passed the following resolution:

> **The Review Committee unanimously recommends the continuation of the Whitney Young Jr., College of Leadership Studies for a period of time sufficient to evaluate, by standardized performance estimates, at least five graduating classes (1991). This recommendation is made under the assumption that recruitment to the College remains sufficient, and that yearly attrition rates do not substantially exceed the predictable figures expected in a new program of this character.**

SECTION III: EVALUATION OF CURRICULUM

The organization of the Whitney Young College around a Great Books curriculum, closely adapted from the St. John's College curriculum, was intended to provide a model program which would lead the way in the development of KSU as the high-quality liberal arts institution of the Kentucky system. It also functioned as one of several new programs at KSU to carry out desegration goals. Most current examples of the Great Books curricular programs exist as full programs only in expensive private schools (St. Johns' two campuses; St. Mary's College, Morago California; St. Thomas Aquinas College, California; PLS, Notre Dame; Shimer College, Illinois) with remnants of the original curricular ideal of Robert Hutchins, Stringfellow Barr, and Scott Buchanan surviving in the College Program at the University of Chicago, the General Studies curriculum at Columbia University, and a modified integral studies program at Berea College in Berea Kentucky. For this reason the Whitney Young College is an innovation in public education.

The curriculum of the Whitney Young College has been a specially designed adaptation of the four-year curriculum of the St John's College to a more flexible format. This design permits at least one elective in the Freshman and Sophomore years, and would continue to allow elective options at the Junior and Senior levels on three different options if the program is approved as a four-year major (see Section Five).

Most unusual about this curriculum are the following features:

a) The almost complete orientation of all the student's education around the reading and discussion of the primary texts of Western Civilization in all areas of learning. This principle applies not only to philosophy and literary texts, but to mathematical and scientific works as well.

b) The central role of the Great Books seminar, meeting twice-weekly in the evening, in which the students are engaged in classroom discussion of the texts, with the teachers acting as co-participants rather than as lecturers or dominating discussion leaders. Traditionally this has involved a format with two co-leaders of the seminar acting as counterpoles of the discussion.

c) The organization of the remaining coursework around the classical arts of the trivium

(grammar, rhetoric, logic), and the quadrivium (arithmetic, astronomy, geometry, music). This division is manifested in the separation of the Language-Arts and Mathematics-Science tutorial structure of the WYC program.

Although variations in the labeling of these components will vary from one Great Books Program to another (the Notre Dame Program is divided into tutorials with traditional subject-matter headings, as an example), the main pedagogical intent of the Great Books programs remains much the same. This is that these programs do not seek to teach specific disciplinary subject areas, but are rather intended to inculculate the classical liberal arts which are applicable in all areas of specialized learning. They are neither, for that reason, "general humanities" programs, nor are they simply interdisciplinary programs. Both students and faculty are expected to participate widely in the program in areas outside their areas of specialized training.

It is also important to these programs that the fundamental focus be on the acquisition of the liberal arts, rather than the mastering of information concerning historical context or detailed subject matter approach. This is often a source of misunderstanding of the Great Books programs. It can be remarked that utilizing the Notre Dame 34-year experience as an example, the alumni satisfaction with the preparation this kind of curriculum has provided them for later careers is remarkably high--among the strongest of all Arts and Letters majors--and the success record of students in all areas of learning can be assessed from the information in Appendix C.

GRADING POLICIES

In addition to adopting the St. John's curriculum, the Whitney Young Program has also followed the St. John's College traditions in its grading practices. This is one of the main points of difference between this program and the comparative Notre Dame program. Certain issues here will be discussed under Section 4. Currently WYC utilizes a system in which there is very little assigned grading of student written work, although extensive commentaries will be made on papers. Students will often have little of the conventional awareness of their progress in terms of grades during the semester; and the main means of assessment is made in the form of the traditional "don rag" in which the student attends a meeting of all his current professors and his performance is discussed frankly

by these professors in his presence.

The Committee has discussed these procedures, and it feels that it understands the intent of these unorthodox practices and the tradition behind them. While making no formal recommendation for substantial change in the practices, it did unanimously express a concern that such practices be adopted with a flexibility to the genuine needs of the students and the larger university setting in which WYC is located. Concern was expressed that the grading practices may render it difficult for WYC students to qualify for the appropriate honor societies to which their abilities might typically direct them (e.g. Phi Beta Kappa). Prestige post-graduate scholarships are also often closely linked with high G.P.A.'s, and it was felt that students so interested should have ready access to standard measurements of their performance in the classes. The Chair notes that the comparative experience of the Notre Dame Program, in which students are regularly graded on their work, and subjected to much of the same examination pressures of other majors, has not indicated that this results in an adverse intellectual climate within the program, nor does it result in destructive grade competition among the students. To the contrary, Notre Dame students interviewed on this specific point by the Chair expressed their concern to have such measures of progress to give them a sense of achievement in this kind of curriculum.

After reviewing this item, the Committee thereby recommends the following:

The Committee unanimously recommends that the grading within the Whitney Young Program, while maintaining its traditions,take careful cognizance of the following factors:

a. Don rags be held for Freshmen at 1/3 and 2/3 points in the first semester, and at least one mid-semester don rag be held in all subsequent years.

b. Continued attention be paid to the linkage between scholarship assistance and the maintenance of a high GPA.

c. Some form of special honors be made available to Whitney

Young graduates, and some means of maintaining fair equivalencies in performance estimates between WYC students and those outside the WYC program be instituted for the purposes of academic honor societies and competitive scholarships.

d. Special provisions be made for WYC students who transfer completely out of the WYC Program, or who select other majors at KSU, to insure that they will be able to qualify for appropriate honors within their chosen majors.

SECTION IV: AREAS OF DIFFICULTY

The Committee was charged by President Burse to inquire in to areas of potential or real difficulty facing the WYC program. The Committee itself also raised some of its own concerns. These can be listed under the headings of Campus Relations, Curriculum and Grading, Pedagogy, and Recruitment.Each item will be discussed in turn.

CAMPUS RELATIONS:

While there was general recognition by the Committee of the contribution of WYC students to campus life, there were some obvious sources of tension that the committee felt it needed to address.

Conversations of the Chair with students outside WYC indicated that the separate housing facility of the Whitney Young Students tended to create an impression of elitism and clannishness that some students resented. This item was discussed frankly in the Committee meetings, and the benefits and disadvantages of the separate housing facility were analyzed at length.

The Committee felt that in light of the larger mandate of the WYC to increase the residency of white students on campus, there were immediate practical needs for the separate facility. While, it

was not clearly evident to the Committee that there was a compelling pedagogical justification for this, there were seen to be immediate practical reasons justifying the continuation of this arrangement for at least the near future. The long-term goal was seen to be the eventual attainment of a more uniform distribution of the students in the dormitories as these are improved and the transitions taking place at KSU are more advanced. The Chair notes that the comparable program at Notre Dame, for example, disperses its students regularly throughout the general student dormitories, and there are felt to be many advantages in this arrangement for the larger impact of the Program of Liberal Studies on campus life. Students at Notre Dame room with students in other majors, and this serves to assist in recruitment of new students to the Program. Rather than preventing the development of an intellectual community among the Program students, this arrangement tends to draw students outside the Program into a circle of interested non-majors who attend the PLS lecture series, socialize with the students, and generally form a sympathetic support group among the students at large for the Program. However, the many differences between the dormitory life at Notre Dame and that at KSU must also be considered.

The most practical procedure to implement this eventual dispersion would seem to require the gradual transfer of small groups of the WYC students to other dormitories as these are improved. However, the Committee underlines the sensitivities in this whole issue, and does not recommend immediate changes.

The Committee also discussed the general relationships of the WYC faculty and students to the rest of the campus. It was concluded that the participation of WYC students in general student activities was not a problem, and the WYC students have been involved in virtually all areas of campus life, often becoming leaders in most of these areas.

The WYC faculty was also praised for its contribution to campus life, and no areas of complaint were encountered here. Of primary interest to the Committee was the exploration of the possibility that a group of qualified faculty members from departments outside WYC be identified who might be urged to participate as co-leaders in the Great Books seminars. This would require appropriate released time, and careful preparation. It would also require sufficient administrative and home departmental support to enable such qualified and interested personnel to participate without jeopardy to their positions in their own departments. Such opportunities would, the

Committee felt, increase the contact of the WYC faculty with the other departments in ways that might be mutually beneficial.

CURRICULUM AND GRADING:

The Committee was of the opinion that the curriculum of the WYC college was best determined by the WYC faculty itself, and that its current autonomy from university-wide curriculum committees was best maintained. The traditions behind this curriculum were discussed, and the rationale for the Great Books approach was fully understood. Some materials, such as the texts treated in the Sophomore Mathematics-Science tutorials, were acknowledged as extremely difficult, and practice may require its eventual revision in the Whitney Young context. This can only be determined with sufficient time to test these materials against the existing student body.

Although the Committee makes no formal recommendation on this point, discussion was made of a certain historic tendency in the Great Books programs to ignore certain important areas of learning. Roman authors, for example, are almost universally ignored, in spite of their great importance in the fashioning of Western civilization. The traditional St. John's curriculum allows no room for non-western authors. The external Chair noted that the Notre Dame Program some time ago decided to devote a substantial section of one of the Great Books seminars to reading of oriental classics, and noted that this has been regarded as a very beneficial contribution not only to the subsequent seminar discussions, but has also contributed substantially to the student's understanding of the world in which they live.

The committee was primarily concerned that the WYC allow itself to develop with flexibility on this matter, with a willingness to include books that might not be on the St. John's reading list.

The single complaint that recurred from the students interviewed concerned the grading practices of the WYC, with many students noting that they were on academic scholarships, or otherwise felt they needed to have some regular assessment of their progress. This matter has been addressed in the resolution under Section Three.

PEDAGOGY:

Committee time for a thorough examination of this issue was restricted, and no systematic analysis of this was attempted. The teaching methods employed in Great Books programs, and followed in the Whitney Young College are possibly misunderstood, however, and some discussion of this was made, both in the Committee meeting and in correspondence. The Committee had strongly supportive comments for the quality of teaching and pedagogical practice in the WYC. The external reviewer did have a few suggestions, however, based on a limited number of visitations to the seminar and tutorial classes. These comments in no respect represent a systematic study of the curriculum, and are offered as constructive suggestions on the basis of a limited exposure to the WYC.

Traditionally the St. John's style of the Great Books seminar involves two co-leaders, and the discussion is initiated around the posing of key opening questions, after which the seminar is allowed to develop at a slow, deliberate pace. The reviewer did feel, however, that from the experience of one seminar in the WYC context, there may be the need for introduction of additional pedagogical techniques to insure a balanced participation from the students. The Notre Dame program, for example, regularly requires students to keep journals for the seminar which are reviewed by the instructor periodically. These have proved to be an effective way of both encouraging participation in the seminar discussion, and also for monitoring the progress of less verbal students. The Notre Dame program has also found effective the occasional assignment of the opening question to the students, asking them each to come up with an opening question on the readings, out of which one or two might be selected by the instructor for discussion. Such practices have not been found to be destructively coercive. They have generally improved the level of student participation in the discussion, and have prevented the tendency of certain students to retire from the discussion.

The Committee was strongly supportive of the two-leader model for the Great Books seminar, and urged that this be maintained. If this becomes difficult to manage with the demands on the WYC faculty, it was urged that the use of appropriately qualified faculty from other departments, as discussed above under "Campus Relations" be considered before any decision is made to move to the single leader seminar. The external reviewer noted some of the disadvantages met at Notre Dame with the single-leader seminar.

RECRUITMENT:

The area of greatest practical concern to the committee concerned the issue of recruitment. In neither 1983 or 1984 did the entering class meet the projected 60 student entry class, and members of the Committee were concerned about the adequacy of the recruitment for the 1985 entering class. The ideal of recruiting from the top 25% of the high school population has placed WYC in competition with more prestigious institutions, and several sources of difficulty were discussed in recruiting and holding top students in the WYC program. Concern was expressed that sustained and vigorous recruiting practices for the WYC be carried out over the year by the recruitment office, and that every effort be made to increase the size of the entering class. In a period of rising educational costs, particularly of private schools, the WYC has distinct economic advantages over other schools in recruiting students drawn to a classical liberal arts education, and full exploitation of this advantage should be utilized. In order to take advantage of these unique features that are offered by WYC, a special recruiter was deemed necessary, who would have primary responsibility for effective recruitment of Program students. Recruitment could also be assisted by the preparation of a more detailed brochure on the Program similar to those published by the Notre Dame and St. John's Programs, and every effort should be made to contact and follow up potential recruits.

The external reviewer suggested that some consideration should be given, at least in the initial years, to opening admissions on a selective basis to other students within KSU who might find themselves attracted to the WYC, although they did not originally enter with this intent. Although this brings with it the disadvantage of having students in the program who may have missed part of the curriculum, it has proved to be particularly helpful at Notre Dame in maintaining a "critical mass" of students engaged in a common educational enterprise, and the Notre Dame program has had often excellent success with students who have entered at later stages in the curriculum.

All members of the Committee were concerned that recruitment be made a top priority for the program, and that full and vigorous support for this come from the Admissions Office.

SECTION V

EXTENSION OF THE WYC TO FULL MAJOR

The Committee has been charged with making a recommendation on the possibility of extending the WYC to a full four-year major. This item was discussed extensively, and a formal recommendation was voted upon.

This item was reviewed under the consideration of the five issues: employment prospects; curricular structure; likely numbers of students selecting this full major; facilities; and projected staffing needs. Each will be discussed in turn.

EMPLOYMENT PROSPECTS

The value of liberal arts majors are often questioned in a period of economic difficulty, and the non-specific character of a Great Books education has to meet objections that may not be raised against traditional disciplinary majors in the liberal arts in this srespect. Experience of the Notre Dame and St John's College programs should tend to belie these concerns, however, and there are distinct advantages this kind of liberal arts education has over other liberal arts alternatives that has proved advantageous in placing students from such programs. First, the emphasis of this program is on the acquisition of critical skills of reading, writing, analysis, synthesis, and articulation. The Notre Dame program attributes much of the success of its graduates to the acquisition of these skills, rather than "information control". Students from such programs tend to perform much better on interviews;they have been forced to engage in self-teaching, rather than purely passive assimilation of information; the rigors of the mathematical and scientific component of their education has forced them to develop careful analytic skills; and the seminar style of teaching from often very difficult texts has developed their reading skills to the degree that no kind of literature they subsequently encounter proves to be immediately more difficult.

As a comparative assessment, the Notre Dame alumni of the Program of Liberal Studies, the majority of whom eventually attend law school, repeatedly emphasize the value of this specific kind

of education for their subsequent training in law. Approximately one student per graduating class from the Program of Liberal Studies over the past years has been entering, respectively, the Harvard, Yale and Chicago Law Schools. Typically one student per class enters a top-quality medical school after completing external study in science needed to qualify for admission. Students have commonly entered MBA and Ph.D. programs in prestigious institutions directly from the Program without additional preparation. Typically this has meant an initial period of adjustment to a new vocabulary and disciplinary expectations, but after this the students are then typically performing with the best graduate students. Many graduates have also gone directly from the Program into business careers, and the full range of career opportunities can be assessed from the information in Appendix C.

With judicious use of elective options, it should therefore be possible for a WYC student to prepare themselves for many areas of post-graduate work. In the Program of Liberal Studies, it has been found that often with only a summer's additional work, many of the PLS students have been able to prepare themselves for careers in many fields, even including medicine.

It should be observed that the Program of Liberal Studies has found that it is very important for placing its students that the faculty be willing to write substantial and detailed letters of recommendation for its graduates, explaining the nature of the curriculum and the "invisible" preparation it makes for many fields of post-graduate study.

CURRICULAR STRUCTURE

The Committee had little substantial comment on the structure of the proposed curriculum for the extended major beyond the comments summarized under section Three of this report. Ideally, the WYC would be able to keep the majority of its entering students in a full major status through the four years. By allowing the option of a non-major "concentration" or "minor" this will probably result in a smaller number of students in the tutorials, with the maintenance of full-sized seminars.

PREDICTED STUDENT NUMBERS

The external reviewer found in discussions with WYC students that several of the students

would probably elect for the full major, although it is difficult to estimate the numbers involved without more systematic sampling. The importance here of establishing a tradition of successful post graduate admissions is underlined, and once sufficient time and attention has been given to this aspect of the WYC, it is predicted that the number of students electing this full major option would increase. The option provided of a "major" and "minor" affiliation in the WYC should also provide opportunities for double majors, increasing the likelihood of enrollment increase.

The proposal of both a "minor" and "affiliate" association with the WYC in the Junior and Senior years is considered to be a judicious choice. This will allow some potential room for occasional transfer students into the program,and will insure a large group of upper classmen and classwomen who would be associating together at least in the seminar experience. Vigorous recruitment and continued attention by the WYC faculty to the creation of an ongoing teaching, learning and social community is deemed essential to the developing of the WYC major.

One issue that the WYC program will have to deal with is the possibility of students wishing to transfer into the WYC after an initial period at the university. This inevitably presents problems for the integrity of the curriculum. However, it also serves to maintain the larger "critical mass" of students that has many side benefits. Judging from the experience at Notre Dame, the importance of transfer students in maintaining a nearly constant class-size can be seen from Table One. Similar flexibility may be necessary for the WYC, at least in its early years as a full major.

FACILITIES:

One of the areas of substantial need for a major program is the control over sufficient space. The Chair has visited the potential laboratory and class facilities, and feels that while the laboratory facility in the Physics department will be suitable for the needs of the WYC, there does seem to be a need for more control over at least one other classroom. Even more important is the need for at least one easily accessible room where students and faculty can easily congregate between and after classes for more informal discussion. The acquisition of additional library books and the location of the library is a positive benefit to the WYC. Ideally it would seem to be desirable that all the class instruction and social space be located in one building.

STAFFING NEEDS:

Development of a full major will imply the judicious addition of two to three additional faculty to the WYC. This can be done slowly, and it will require the recruitment of the special kind of multi-functional faculty member who can function under the multiple demands of the Great Books curriculum. It is also deemed essential by the Committee that vigorous efforts be made to identify and recruit top minority faculty members.

The Committee also urges that the two-tutor model for the Great Books seminar be maintained, even if this requires a different scheduling of the seminar than the traditional Monday-Thursday evening schedule. Comment has also been made on the possibility of recruitment of other faculty from KSU to serve as co-leaders in the seminars as the faculty demands of a four-year major increase.

RECOMMENDATION

After discussion of these items in depth, the Committee has unanimously endorsed the following resolution:

The Whitney Young College Review Commitee recommends that the Whitney Young Program be extended to a full four-year major in line with the curricular model proposed by Dean Slakey (Document 25, p. 6), with the proposed Major, Minor and Affiliate Options. It is recommended that this major be allowed to continue to 1991 at which time the overall success of the major will be reviewed by measurement against standardized criteria. To develop this major, the judicious addition of a small number of new full-time faculty positions is urged, with the exact number to be worked out by the WY faculty in consultation with the appropriate administrative

officials. It is also recommended that efforts be made and conditions realized to give qualified personnel from other departments the opportunity to teach in this major. This will require sufficient administrative and home departmental support to enable such qualified and interested personnel to participate without jeopardy to their positions in their own departments. To insure the success of this major, vigorous recruiting efforts must be undertaken by the admissions office to insure adequate entering classes to support this enterprise. In addition, in order to take advantage of the unique features of WYC, a special recruiter should have primary responsibility for effective recruitment of Program students.

CONCLUSION

The Review Committee wishes to thank President Burse, Vice President Darby, Ms. Sheila Burks, and Dean Slakey for guidance and support in preparing this report. Ms. Joyce Johnson and MS. Patricia Shy are thanked for prompt assistance in preparing this report. We conclude as a committee that the Whitney Young, Jr., College of Leadership Studies represents an exciting development in American higher education, and that its future is bright. The recent report of the NEH Commission on higher education has emphasized the need for exactly this kind of program in American higher education, and it seems an auspicious time to commence this enterprise. We feel confident that this program will develop with sensitivity to the tradition and history of Kentucky State University, and can serve as a model of the development of a high -quality liberal arts program within the context of a multi-departmental public university.

Respectfully Submitted,

Phillip R. Sloan

Phillip R. Sloan, Chair, Univ. of Notre Dame

Sandra R. Patterson

Sandra R. Patterson, Whitney Young College, KSU

William H. Horton

William H. Horton, Whitney Young College, KSU

Mark D. Gerrison

Mark D. Gerrison, Psychology, KSU

Appendix A

Curriculi Vitae of

Members of Committee

CURRICULUM VITAE

PHILLIP R. SLOAN

BORN:

January 28, 1938
Salt Lake City, Utah

MARRIED:

Sharon Lee Borg
September 2, 1958

CHILDREN:

Laura - October 15, 1959
Mary - June 30, 1961
Kathleen - April 6, 1963
Sheila - April 10, 1965

MILITARY SERVICE:

U.S. Naval Reserves, 1955-63

EDUCATION:

Olympus High School Holladay, Utah	1953-56	Diploma
University of Utah Salt Lake City, Utah	1956-60	B.S. Zoology (Cum Laude), 1960
Scripps Institution of Oceanography La Jolla, California	1960-64	M.S. Marine Biology, 1964
University of California San Diego, California Department of Philosophy	1965-69	M.A. Philosophy, 1967 Ph.D. Philosophy, 1970

PRESENT POSITION:

Associate Professor, Program of Liberal Studies,
1979-

Assistant Professor, Program of Liberal Studies
University of Notre Dame
1974-1979

PREVIOUS POSITIONS:

Assistant Professor, Department of Biomedical History
School of Medicine, University of Washington
Seattle, Washington
1972-1974

Instructor, Department of Biomedical History
School of Medicine, University of Washington
1969-1972

Teaching Assistantships:

Revelle College Humanities Sequence (Great Books), 1966-1967,
University of California, San Diego

Muir College History and Philosophy of Science Course, 1968-1969, University of California, San Diego.

Advanced Research Technician (Deep Sea Biology) U.S. Naval
Undersea Laboratory San Diego, California, 1966-1968 (part-time)

Advanced Research Technician (Plant Physiology), Institute of Marine Resources, Scripps Institution of Oceanography, La Jolla, California
1964-1965

Graduate Research Assistant (Deep Sea Biology)
Scripps Institution of Oceanography
1960-1964

TEACHING QUALIFICATIONS

Introduction to Philosophy
History of Science
Advanced History of Biomedical Sciences, Antiquity to Present
Great Book Seminars
Modern Intellectual History
Basic Biology
Philosophy of Science

PROFESSIONAL SOCIETY ACTIVITIES

National Program Chair, History of Science Society Annual Meeting, Toronto, Canada, 1980. This involved the sole responsibility for planning the complete program for the national meeting.

Elected member, National Council, History of Science Society, 1981-84

Chair, Standing Committee on Annual Meetings and Programs, History of Science Society, 1981-83. This involved developing this committee as a standing committee of the Society, and establishing its function as steering committee for the long-term planning of the annual meetings.

DEPARTMENTAL AND UNIVERSITY COMMITTEES AND ACTIVITIES:

Appointments and Promotions Committee, Program of Liberal Studies, 1979-80; 1981-84

Editor, Programma, alumni newsletter of the Program of Liberal Studies, 1981-

Chair, Foreign Studies Committee, Program of Liberal Studies, 1981-83

University of Notre Dame Faculty Senate, 1978-79

University of Notre Dame Committee on Research and Sponsored Programs, 1979-83

University of Notre Dame, Faculty Research Grant Review Committee, 1981-84

EDITORIAL AND ADVISORY SERVICES

Grant Proposal Reviewer, National Science Foundation, 1976-
Manuscript referee, Columbia University Press, University of Washington Press, Journal of the History of Philosophy, 1975
Editorial Assistant, Journal of the History of Philosophy, 1965-66.

FELLOWSHIPS

Josiah Macy Jr. Predoctoral Fellowship in the History of Biology and Medicine, 1967-69. (full support for two years).

COMPETITIVE GRANTS RECEIVED

University of Notre Dame Institute for the Liberal Art, "Richard Owen's Hunterian Lectures." ($2,500)
National Endowment for the Humanities Travel to Collections Grant, 1984. ($500)
University of Notre Dame Summer Travel Grant, 1982. ($1,500)
National Science Foundation Grant, "The Development of the Modern Concept of Species," 9/1/80-2/28/82. ($32,795)
University of Notre Dame Summer Travel Grant, 1980. ($650)

COMPETITIVE GRANTS RECEIVED (Continued)

International Travel Grant, National Science Foundation, 1977. ($500)
O'Brien Fund Grant, University of Notre Dame, 1976. ($1,000)
National Science Foundation Grant (with David L. Hull, University of Wisconsin, Milwaukee), 1972-74. ($5,200)
University of Washington Research Grant, 1970-72. ($1,056)

WORKSHOPS

Interdepartmental Faculty Summer Workshop in History of Biology, Berea College, Berea Kentucky, June 1978 (leader)

SYMPOSIA, COLLOQUIA, AND PAPERS AT PROFESSIONAL MEETINGS

Josiah Macy, Jr. Fellows Seminar in the History of Medicine and Biology, Princeton, New Jersey, 1968 (paper)

Paper, Annual Meeting, American Association for the History of Medicine, Colorado Springs, Colorado, 1971

Symposium on the History of Racism in the Eighteenth Century, Annual Meeting, American Society for Eighteenth Century Studies, Los Angeles, Calif., 1972 (invited paper)

Symposium on Eighteenth Century Natural History, Annual Meeting of History of Science Society, Washington, DC, 1972 (invited paper)

Works-in-Progress paper, Annual Meeting of the History of Science Society, Norwalk, Conn., 1974

Hunt Workshop in the History of Science, "Science and its Methods, 1760-1910" Pittsburgh, Penn., 1975 (invited commentator)

Session on "Classification in the Sciences," Fifteenth International Congress for the History of Science, Edinburgh, Scotland, 1977 (invited main paper)

Symposium on "Paradigms in Eighteenth Century Science," Annual Meeting, Eastern division, Eighteenth Century Society, 1978 (invited participant)

Public Lecture, "Science as a Liberal Art," General Program of Liberal Studies Lecture Series, October, 1979

Main Commentator, Symposium on "Science and Philosophy in Nineteenth Century Germany," Annual Meeting, History of Science Society, New York, 1979

Paper, "Darwin, Vital Matter, and the Unity of Nature," History of Science Society Annual Meeting, Los Angeles, 1981.

Public Lecture, "Darwin, Man and Reductionism," General Program of Liberal Studies Lecture Series, March 1982.

WORKSHOPS (Continued)

Invited Participant, Commemorative Centennial Conference on the Darwinian Heritage, Florence, Italy, June 1982.

Public Lecture, "Claude Bernard: Holism, Reductionism and the Laws of Life," Hope College, September 1982.

Paper, "Richard Owen on The Species Question," Wellcome Institute for The History of Medicine," London, England, November 1982.

Paper, "Trees of Life: Colonial Invertebrates and the Species Problem in England, 1827-37," History of Science Society Annual Meeting, October 1983 (invited paper).

Invited Chair and Commentator, Symposium on Earth Science in the Enlightenment, Linda Hall Library, Kansas City, Mo., 1984.

BIBLIOGRAPHY

PAPERS:

Eppley, R.W. and P.R. Sloan, "Carbon Balance Experiments with Marine Phytoplankton," Journal of the Fisheries Research Board of Canada 22 (1965): 1083-97.

_____, "Growth Rates of Marine Phytoplankton: Correlation with Light Absorption by Cell Chlorophyll a," Physiologia Plantarum 19 (1966): 47-59.

Sloan, P.R. and J.D.H. Strickland, "Heterotrophy of Four Marine Phytoplankters at Low Substrate Concentration: Journal of Phycology 2 (1966): 29-32.

Pickwell, G.V., R.L. Capen, and P.R. Sloan, "Characterization of Nonmigratory Deep Scattering Layers off Southern California and Guadalupe Island, Mexico," 5th U.S. Navy Symposium on Military Oceanography Proceedings 1 (1968): 138-159.

Sloan, P.R., "John Locke, John Ray, and the Problem of the Natural System," Journal of the History of Biology 5 (1972): 1-53.

_____, "The Idea of Racial Degeneracy in Buffon's Histoire naturelle," Proceedings of the American Society for Eighteenth Century Studies 3 (1973): 293-321.

_____, "The Buffon-Linnaeus Controversy," Isis 67 (1976), 356-75.

_____, "Descartes, the Sceptics, and the Rejection of Vitalism in Seventeenth Century Physiology," Studies in History and Philosophy of Science 8 (1977): 1-28.

PAPERS: (Continued)

_____, "The Impact of Buffon's Taxonomic Philosophy in German Biology," in: E.G. Forbes (ed.) Human Implications of Scientific Advance (Proceedings of the 15th International Congress of the History of Science), (Edinburgh, 1978), 531-38.

_____, "Buffon, German Biology, and the Historical Interpretation of Biological Species," British Journal for the History of Science 12 (1979): 109-153.

REFERENCE ARTICLES:

Sloan, P.R., Articles "Classification," "Natural Order," "Natural System," "Chain of Being," and "Subordination of Characters," Dictionary of the History of Science, edited by Roy Porter and W. F. Bynum (London: Macmillan, 1981).

BOOKS:

John Lyon and P.R. Sloan, From Natural History to the History of Nature: Readings from Buffon and his Critics (Collection of texts, commentary, and translations) (Notre Dame: Notre Dame University Press, 1981) Pp. 404. My contribution consisted of the main introduction, the basic determination of content, and translation of approximately one-third of material from French and German.

BOOK REVIEWS:

Sloan, P.R. Review of Reason and Experience: The Representation of Natural Order in the Work of Carl von Linne, by James L. Larson. Journal of the History of Philosophy (1973): 265-67.

_____, Review of The Domination of Nature, by William Leiss. Journal of Forest History 17 (1974): 33-34.

_____, Review of Carl von Linne: L'Equilibre de nature, ed. C. Limoges, Clio Medica 9 (1974): 171-72.

_____, Review of Genetics and American Society, by Kenneth Ludmerer. Human Genetics (1974).

_____, Review of Condorcet: From Natural Philosophy to Social Mathematics, by Keith M. Baker. Review of Politics 38 (1976): 282-84.

_____, Review of Introduction bibliographique a l'Histoire de la Biologie. Annals of Science 35 (1978): 210-211.

_____, Review of La Raison et la Vie, by Francois Courtes. Isis 69 (1978): 127-28.

CURRICULUM VITAE

Sandra R. Patterson
2460 Cedar Hill Drive
Richmond, KY 40475

Home Phone: (606) 623-0055

Birthdate: February 27, 1948
Marital Status: Married, no children; husband, James, an assistant professor of mathematics and computer science at Eastern Ky. University
Health: Excellent
Hobbies and Interests: Horseback riding and training, classical music, art, ballet, and drama

Education

B.A. Classical Languages and Literatures, University of Colorado, Boulder, September 1966 - May 1970. G.P.A. 3.4 overall, 3.6 in major.

M.A. Classical Languages and Literatures, University of Kentucky, Lexington, September 1972 - May 1974. G.P.A. 4.0.

M.A. English (Comparative Literatures emphasis), University of Kentucky, September 1974 - May 1977. G.P.A. 4.0.

Ph.D. English (Specialization in Renaissance and Medieval Literature, Comparative Literatures - Classics special emphasis), University of Kentucky. Dissertation in Comparative Literature: "The Catullan Epithalamic Tradition and the Marriage Poetry of Spenser and Jonson." September 1977 - December 1982. G.P.A. 4.0.

Teaching Experience

Assistant Professor. Whitney Young College, Kentucky State University. August, 1983 - present. Courses: Great Books Seminar, Language and Math-Science Tutorials.

Instructor. Independent Study Program - Classics Department, University of Kentucky. September 1972 - Aug. 1983, part-time. Courses: Medical Terminology from Greek and Latin (Classics 131), Classical Mythology (Classics 235), Northern European Mythology (Classics 236).

Instructor. Department of English, University of Kentucky. Summers 1975, 1976, 1978 and September 1980 - May 1982, part-time. Courses: World Literature from the Greeks through the Renaissance (English 261) and Business English (business letters and reports).

Instructor. Department of Classics, University of Kentucky. September 1977 - December 1980, part-time. Courses: Literary Masterpieces of Greece and Rome (Classics 261).

Teaching Experience (continued)

Teaching Assistant. Department of English, University of Kentucky. September 1974 - May 1980. Courses: Full responsibility for classes in Freshman Composition (English 101-102) and Business English.

Instructor. Honors Program, University of Kentucky. September 1975 - May 1977, part-time. Courses: Honors Colloquia in Ancient Greek Literature and Thought, Medieval Literature and Thought, Literature and Ideas from the Renaissance to the Nineteenth Century.

Teacher. Royalton - Hartland High School, Middleport, New York. September 1970 - June 1972, full-time. Courses: English (regular and advanced) and Latin at all levels.

Honors and Awards

Honors Program, University of Colorado, 1966 - 1970.
Scholastic Merit Award, University of Colorado, 1966-67, 1967-68, 1968-69.
U.K. Research Foundation Fellowship, University of Kentucky, 1973-74.
Haggin Fellowship, University of Kentucky, 1976-77.
Summer Research Fellowship, University of Kentucky, Summer 1977.
NEH Fellowship for Summer Seminars for College Teachers, Summer 1984.

Publications

"Spenser's Prothalamion and the Catullan Epithalamic Tradition," Comitatus 10 (1979-80), (article published in the graduate journal of the Center for Medieval and Renaissance Studies at UCLA).

Medical Terminology from Greek and Latin (co-authored with Lawrence S. Thompson), Whitston Press, Troy, New York, 1978; revised edition, 1982, (textbook and reference work).

Classics 131 - Medical Terminology from Greek and Latin: A Study Guide, Independent Study Program, University of Kentucky, (curriculum and textual supplement).

Special Activities

Curriculum Study, St. John's College, Annapolis, MD., April 1984.

Curriculum Development, Sophomore Language Tutorial. May-June, 1984.

NEH Summer Seminar Participant, TOPIC: "Women in Antiquity," Wellesley College, Wellesley, MA. June-August, 1984.

CURRICULUM VITAE

General Information:

William H. Horton
1524 South Fourth Street
Louisville, Kentucky 40208

Telephone: (502) 637-7430

Date of Birth: May 19, 1941; Age 43

Marital Status: Married; Wife, Gloria

Military Service: Army, 1960-63, Panama, CZ

Social Security: 434-58-8648

Work Experience:

1984- Assistant Professor, Whitney Young College, Kentucky State University, Frankfort, KY

1982-84 Instructor, part-time, Sullivan Junior Business College, Louisville, KY.
Duties: Teaching basic philosophy courses, introduction and logic, to working and career students. Spring and Summer Quarters.

1976-81 Assistant Professor, Philosophy and Pan-African Studies, University of Louisville, Louisville, KY.
Duties: Teaching lower through upper level courses in philosophy and cross-listed courses in Pan-African Studies, PAS. Research in PAS. And service to the university and community.

1973-76 Instructor, Philosophy and History, Grambling State University, Grambling, LA.
Duties: Teaching lower and mid-level philosophy courses, lower level humanities and history courses. Service to the university.

1970-73 Teaching Assistant, State University of New York at Buffalo, Buffalo, NY.
Duties: Teaching ethics as an introductory philosophy course, and mid-level courses occasionally.

1968-69 Counselor, Community Action Program-Caddo and Bossier Parishes, Shreveport, LA.
Duties: Counseling and teaching remedial English and history in a job training program.

Courses Taught:

Introduction
Humanities: Philosophy, Art
Moral Philosophy
Pan-African Values
Deductive Logic

Curriculum Vitae, Horton, W.H.

Philosophy of Religion
Recent Philosophy
Recent Ethics
Methaphysics and Epistemology
Political Philosophy
American History

Dissertation, Committee, Research:

Dissertation: "The Social Philosophy of Marcus Garvey," Fall, 1975.

Graduate Committee: Berkeley Eddins, Chairman
Marvin Farber
William Parry

Research: "The Philosophy of Marcus Garvey: A Systematization and Analysis of His Social Philosophy," an extensive revision of the dissertation, submitted to Broadside Press, December, 1979. Paper currently in preparation for presentation, March, 1983, Louisville, KY.

Educational Background:

1969-76: Ph.D., Moral Philosophy and Pan-African Values, 1976, State University of New York at Buffalo, Buffalo, NY.

1963-68: B.A., English and Philosophy; History minor, 1968, Southern University, Baton Rouge, LA.

1956-60: Diploma, Social Studies, 1960
Booker T. Washington, HS, Shreveport, LA.

Personal Interests:

Hobbies: Tennis, automotive mechanics, organic food, natural healing.

Career Goals: To do durther study in value theory; ethics and ancient African religion and philosophy. To qualify in finance and accounting.

Mark David Garrison
101 Lafayette Drive
Frankfort, Kentucky 40601

home (502) 223-3985
work (502) 227-5937

Education

1978 to 1983 — Doctor of Philosophy, December 1983, The Graduate Institute of the Liberal Arts (ILA), Emory University, Atlanta, Georgia
Dissertation: Incest and Ambivalence: A Psychological Reassessment of Fundamental Patterns of Human Experience.
Areas: Psychology and Interdisciplinary Social Sciences

1976 to 1978 — Master of Arts, Psychology, with Minor in Literature, May 1978. Graduate Institute of Philosophic Studies, University of Dallas, Irving, Texas

1972 to 1976 — Bachelor of Arts, Humanities, May 1976, Shimer College, Mt. Carroll, Illinois
Honors: Student Marshal, Honor Scholar, student member of College Admissions Committee (1976).

Teaching

Aug. 1984 to present — Assistant Professor of Psychology, Kentucky State University, Frankfort, Kentucky, 40601
Teaching duties: introductory psychology and advanced courses.
Other duties: student advisement.

Sept. 1982 to Aug. 1984 — Instructor of Psychology and Sociology, Bethel College, McKenzie, Tennessee
Teaching duties: psychology and sociology (generally) and general social sciences: social psychology, some history.
Other duties: Academic advising; Faculty Communications Committee (1983-), Secretary 1983-1984; Athletic Committee (1983-), Secretary 1983-1984; Spring Symposium Committee, 1983-1984.

Fall 1981 — Emory University: Teaching Assistant, Liberal Studies 201, "Science, Technology, and Human Values: Implications from Biological Knowledge." Co-instructor in innovative, interdisciplinary course on value systems affected by developments in biological sciences.

Fall 1980 — Emory University: Teaching Assistant, Art History 101. Introductory survey of art history from pre-history to the sixteenth century. Responsible for weekly discussion and assigning final grades.

Fall 1979 — Emory University: Teaching Assistant, Liberal Studies 101. Discussed one novel or play weekly; responsible for reading list and evaluation.

Fall 1975 — Shimer College: Special tutor in math, experimental remedial program (individual tutoring).

Spring 1975 — Shimer College: Math tutor (special appointment by faculty).

Additional Experience

Nov. 1980 to Aug. 1982 — Editorial Assistant, Central European History, journal published quarterly at Emory University; Douglas Unfug, Editor. Duties included editing, preparation of manuscripts for printer, assisting business manager with correspondence, miscellaneous administrative and research tasks.

Sept. 1980 to Aug. 1982 — Editor, Der Heimchenfänger, ILA Student Newsletter. Developed the newslett and its format, initially performed all duties related to its publicatior i.e. collection of news and features, printing, distribution, and the organization of other volunteers to insure its continuation (this was an entirely volunteer activity).

1979-1980 — ILA Student Committee. Responsibilities included social functions for ILA students, organizing bi-weekly colloquium, meeting with ILA Executive Committee and other ILA faculty-student committees.

Dec. 1975- to May 1976 — College Admissions Counselor (part-time), Shimer College. Contacted high schools and prospective students, represented college at college fairs, planned and arranged high school visit itineraries for self and other counselors.

Publications

"The Poetics of Ambivalence," Spring 1982: An Annual of Archetypal Psychology and Jungian Thought, pp. 213-232.

"Ambivalence and the Scientific Attitude," Journal for the Humanities and Technology 3, no. 1 (1981):11-17.

Presentations

"'Science, Technology, and Human Values: Implications from Biological Knowledge': Discussion of a Course." With Harvey Ragsdale and Diane Lavett of Emory University. Interface 82, Sixth Annual Humanities and Technology Conference, Atlanta, Georgia, Oct. 21, 1982.

"From Onan to Incest: On a Shift in the Paradigm of Medical Psychiatry at the Turn of the Century." Southern Association for History of the Sciences and Technology, Fifth Annual Meeting, Emory University, May 8, 1982.

"A Psychological Reading of Patterns of Mourning in Albert Camus' The Stranger." Third Annual Conference of Approaches to Interdisciplinary Study, Emory University, Feb. 5-6, 1981.

"Ambivalence and the Scientific Attitude." Interface 80, Fourth Annual Humanities and Technology Conference, Atlanta, Georgia, Oct. 24, 1980.

"Hildegard von Bingen and Twelfth-Century Scientific Thought." Fifty-Seventh Annual Meeting, The Georgia Academy of Science, Mercer University, Macon, Georgia, April 19, 1980. Abstract published, Georgia Journal of Science 38, no. 2 (1980):125. Received award for best student presentation, History and Philosophy Section.

"Hildegard von Bingen: A Twelfth-Century Woman." Conference on Approaches to Interdisciplinary Study, Emory University, Nov. 8, 1979.

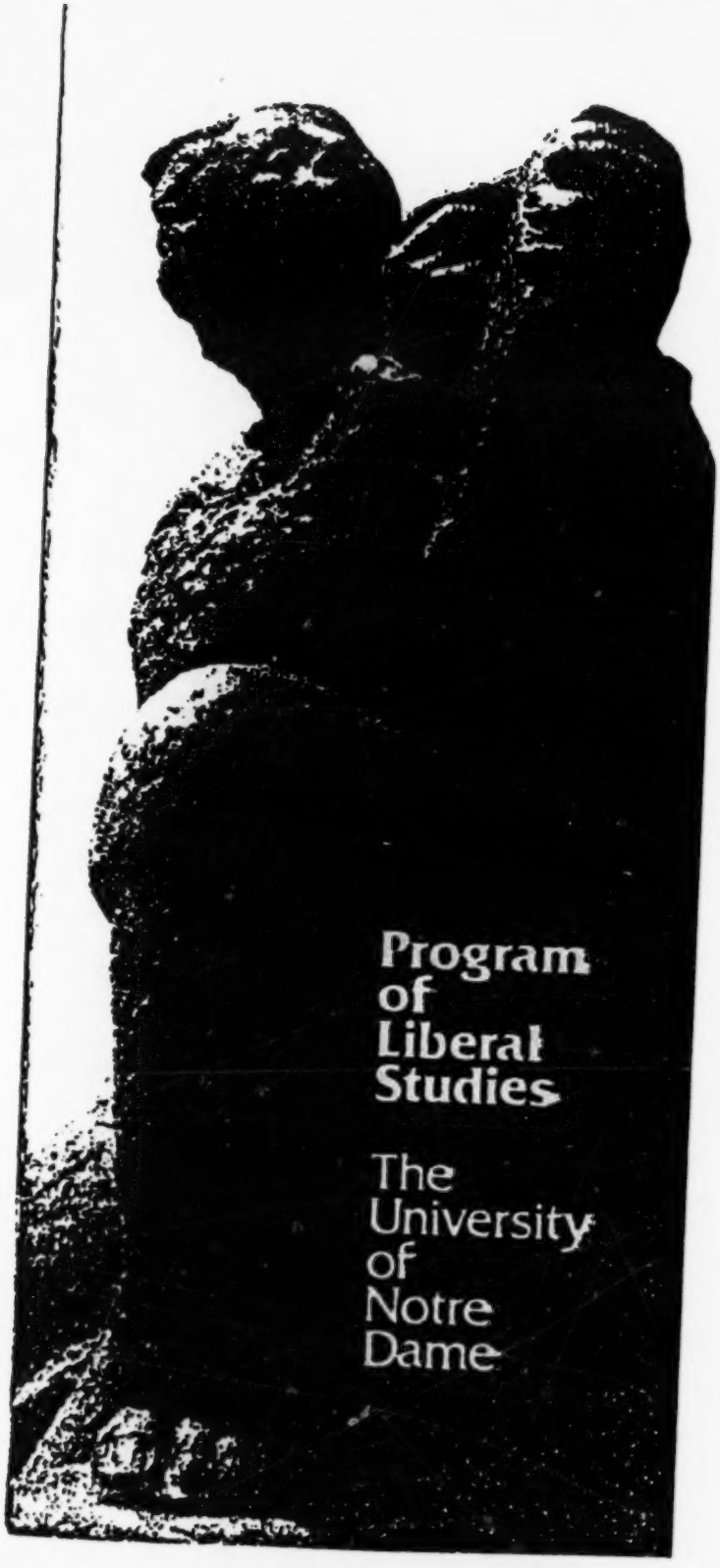
"The Sound and the Fury: Faulkner's Phenomenology of Ambivalence." First Annual ILA Convention, Emory University, Nov. 2, 1978.

Professional Organizations

Humanities and Technology Association; Tennessee State Co-ordinator
Southern Conference for History of the Sciences and Technology
Association of American University Professors; Bethel College Chapter, Member-at-Large.

Appendix B:

Notre Dame Program of Liberal Studies


Program
of
Liberal
Studies
The
University
of
Notre
Dame

Seminar Readings:

Sophomore Year: *The Epic of Gilgamesh;* Homer, *The Odyssey;* Plato, *Apology, Crito, Republic;* Aristophanes, *Clouds;* Herodotus, *The Histories;* Sophocles, *Oedipus Rex, Oedipus at Colonnus, Antigone;* Epictetus, *Enchiridion;* Augustine, *Confessions;* Dante, *The Inferno;* Aquinas, *Treatise on Law;* Machiavelli, *The Prince;* Bacon, *The New Organon;* Descartes, *Discourse on Method;* Hobbes, *Leviathan;* Rousseau, *The Social Contract;* Milton, *Samson Agonistes;* Hume, *An Inquiry Concerning Human Understanding;* Tocqueville, *Democracy in America;* Newman, *Idea of a University;* Mill, *On Liberty;* Melville, *Moby Dick.*

Junior Year: Homer, *The Iliad;* Confucius, *The Analects;* Chaung Tzu, *Basic Writings;* Aeschylus, *Agamemnon, The Choephori, Eumenides;* *Bhagavad Gita; The Teachings of the Compassionate Buddha;* Plato, *Symposium, Phaedo;* Lucretius, *On the Nature of the Universe;* Dante, *Purgatorio;* Burckhardt, *The Civilization of the Renaissance in Italy;* Erasmus, *The Praise of Folly;* Luther, *Three Treatises;* Montaigne, *Essays and Selected Writings;* Shakespeare, *The Tempest;* Descartes, *Meditations;* Hume, *The Standard of Taste;* Burke, *Reflections on the Revolution in France;* Paine, *The Rights of Man;* Malthus, *Essay on the Principle of Population;* Smith, *The Wealth of Nations;* Hegel, *The Philosophy of History;* Tolstoy, *War and Peace;* Darwin, *The Descent of Man;* Mark, *Economic and Philosophic Manuscripts of 1855, The Communist Manifesto;* Arnold, *Culture and Anarchy;* Flaubert, *Madame Bovary;* Thoreau, *Walden.*

Senior Year: Euripides, *Medea, Alcestis;* Thucydides, *Peloponnesian War;* Plato, *Phaedrus;* Vergil, *The Aeneid;* Augustine, *The City of God;* Thomas Aquinas, *On Happiness;* Dante, *Paradiso;* Chaucer, *The Canterbury Tales;* St. Bonaventure, *The Mind's Road to God;* More, *Utopia;* Cervantes, *Don Quixote;* Pascal, *Pensées;* Swift, *Gulliver's Travels;* Voltaire, *Candide;* Goethe, *Faust;* Kierkegaard, *Philosophical Fragments;* Nietzsche, *Beyond Good and Evil;* Peirce, *Philosophical Writings;* Duhem, *The Aim and Structure of Physical Theory;* Weber, *The Protestant Ethic and Spirit of Capitalism;* James, *Psychology;* Jung, *Memories, Dreams, Reflections;* Sartre, *The Flies;* Dostoyevsky, *The Brothers Karamazov.*

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The logo or seal of the Program of Liberal Studies appears on the following page. The *septilateral figure* that it contains represents the traditional seven liberal arts of the trivium [logic, grammar and rhetoric] and the quadrivium [arithmetic, geometry, music and astronomy]. The liberal arts are the Program's approaches to the *circle* of knowledge, unified and unbroken. At the *center* of the Program's effort are the Great Books, the primary sources upon which the liberal arts are practiced and in and through which genuine learning can be attained.

Introduction

One of the truly unique educational opportunities available to you at the University of Notre Dame is the course of studies in the Program of Liberal Studies. The next few pages will briefly introduce you to the aims and structure of the Program. A brochure describing the courses in the Program may be obtained by writing to the chairman, Professor Walter Nicgorski, at the address noted above, or by stopping at Room 318, O'Shaughnessy Hall.

When you are on campus, you may arrange an interview with the chairman, or, through him, with one of the Program's faculty members listed on the last page of this brochure. You may also make arrangements to visit one or more of the Program's seminars or tutorials.

The course of studies in the Program begins in the sophomore year. A decision to join the Program need not be made until the spring semester of one's freshman year. Under certain circumstances (e.g., transferring to Notre Dame from another college or university), the Program may be entered at a later stage.

PROGRAM OF LIBERAL STUDIES
318 O'Shaughnessy Hall
University of Notre Dame
Notre Dame, Indiana 46556

The Program of Liberal Studies

The Program of Liberal Studies is a three-year program anchored in the Western and Catholic traditions. Its course of studies leads to the degree of bachelor of arts. Established in the fall of 1950, the Program is organized around the seminar, a two-hour discussion and analysis of the great books, which meets twice a week through the six-semester Program. In addition to the seminar, there are correlative sequences of courses in literature, philosophy, theology, history, natural science, and fine arts. Classics of social science and their bearing on the fundamental human questions are also considered. The whole course of studies is integrated and taught by a staff of professors committed to the goals of undergraduate education in the liberal arts. Elective options are available in each year to enable the student to pursue or explore specialized studies and vocational interests.

Because of the breadth of coverage in the Program's courses it is possible for students to satisfy through these courses all college requirements beyond the freshman year. Classes are small, so that students come to know their teachers and teachers to know their students. Students themselves forge a strong and vital community in which the intellectual life plays an important part. Upon graduation, the student is prepared for the same range of alternatives open to any A.B. graduate: graduate study, law, business schools, and the thousands of gainful positions for which a well-developed mind, broad learning and the skills of effective communication are assets. Preparation for any specific career is not, however, the primary aim of the Program.

There is a common agreement within the Program on two points respecting the fundamental aim of liberal education. The first is that the educated person is one able to think well for himself or herself and to communicate clearly and persuasively to others the results of such thinking. He or she becomes, in other words, one who knows how to go about seeking a solution to a problem and communicating the solution to others. In addition—and this is the second point commonly agreed on—such a person knows and appreciates the best of the traditions of mankind, the values that these traditions enshrine, and the principles upon which they rest.

This twofold aim can be summed up as the acquiring of the liberal arts and initiation into our traditions.

The liberal arts are the skills and understandings by which the mind is able to do its work easily and well, and the traditions supply the context in and through which the mind accomplishes its work. Together they provide the minimum essential for the formation of an educated person, which is the end and object of a liberal education.

When the Program of Liberal Studies was founded over three decades ago, the prevailing practice in most universities was to try to provide a liberal education by means of textbooks and lectures. A large part of education was (and for that matter still is) a passive acceptance of predigested summaries and professional opinions. The seminar was advanced as a cure for this passivity and as a remedy for the hopeless incoherence that impoverished education. The immediate precedent was the Great Books seminars which attracted and even entertained sizable audiences at the University of Chicago during the presidency of Robert Hutchins in the 1930's.

The seminar method proposes that students and professors should come and reason together through discussion, for the liberal arts are the arts of reason in the broadest sense. In the seminar the students read the

best books, which are great books not because someone once said they were great, but because they speak directly and familiarly to the minds of each generation. Students must read these books for themselves. They must be free to draw their own conclusions. But they must also be responsible for communicating and defending their conclusions, and for revising them when they become indefensible. No notebook analysis, however brilliant, will do. Students are preparing themselves for the time when they can no longer rely on their professors to tell them what is the right way to think. Their minds must become the cutting edge of culture. They must possess the past, but they must be able to shape the present for themselves with its help.

One way to judge the Program is to teach a group of students when they are sophomores and then lead the same class in its final seminars before graduation. The seniors' logic is tighter. Their speech is calmer, more persuasive, more exact. The whole class is more comfortable with the process of discovery through dialectic. They are used to the cycles of conjecture, demonstration, criticism and reformulation. They have carefully observed the cycle in the great books, and they have gone through it for themselves time and again.

These students will go on to distinguish themselves in business, graduate schools and the professions, and in many different walks of life. If they are like their predecessors, they will win fellowships, staff law reviews, become lawyers and high school teachers, bank executives and social workers, journalists and civil servants, physicians and civic reformers, and leaders in their communities. A number will become university professors.

Program majors do not expect to graduate as professionals. No one ever walks out of college with a bachelor's degree that guarantees him a profession. Some Program students use their electives to pick up a second major, in English, for example, or premedical studies. But the anxiety created in the student who must run hurriedly through college, chased along by fear of not doing well on examinations and not getting into some graduate or professional school, is inimical to the spirit of liberal education. Such students, whether with a single or a double "major," find neither the romance nor the rigor of the liberal arts, but rather the frustration of the programmed test-taker. Though there is a need for students to read widely, there is an equally imperative need to integrate what is read at the deepest levels of knowledge, in and through the skills of the liberal arts. While various subject matters—psychology or biology, for instance—rise and fall in student favor as intellectual fashions change, the skills of the liberal arts never go out of fashion, for they are the arts of utilizing the symbols by which thinking is done and communication takes place; letters, numbers, line, shade, tone, pitch, time. For the number of subject matters is unlimited, but the time given us in which to know is limited. Therefore we concentrate on developing those skills or arts whose value transcends any one subject matter because their use is fundamental in all. Thus the liberal arts are the keys to any subject matter.

Sophomores entering the Program have abundant enthusiasm. They want to generalize, compare, evaluate; they seem ready to reform the world. Their writing, too, is marked by a kind of flair, a rush of ideas. They are confident in their ability to reach the truth. The intention of the Program is not to dash this confidence but rather to encourage it. The intention is also to improve its precision and scope. That's why the seminar is absolutely central.

The seminar is a small class with 12 to 16 students. On two afternoons a week, for two hours in each session, the students in each section gather around a table

with a professor. They have read all or the best part of a great book. The professor, who may be rereading that book for the 10th time, usually asks the opening question; but the class may begin spontaneously out of a conversation which has already started among the students. The book has presented a whole network of issues—in literature, politics, philosophy, science, history, or religion. The task is to sort the issues, to understand the author's position, to be clear about his conclusions and how he reached them. The early minutes may be spent in citing chapter and verse, as the students try to verify their diverse interpretations. The professor guides and challenges, questions and restates. He has to look down the possible paths the discussion might take and suggest the most fruitful directions without imposing his will.

But a good seminar is more than an exercise in careful reading. It is a seedbed, as the Latin root of the word indicates; it is a place where significant ideas take root and are nourished. It is an intellectual laboratory too, a place for model experiences in the conceiving of ideas and refinement of thought processes.

A glance at the Program's course list will show that, besides the seminar and a slot for electives, there are three tutorials each semester. These are also small classes, and proceed in more depth and at greater leisure than the seminars. Here the traditional disciplines may more freely apply their own presuppositions, judge and collect information in their own ways, and develop certain habits of mind. "You are not precise enough to be a poet," said Wordsworth to the great mathematician, Sir William Hamilton. Hamilton might have replied: "And you, sir, lack the rigorous imagination to be a scientist." Each discipline applies the arts of analysis, of discovery, of proof, and of persuasion in a singular mix of rigor and intuition. To gain a truly liberal education, a man or woman ought to venture into the basic ways of expressing human insight and knowledge. The teacher's aim in each tutorial is to lead the student across the interest barrier, beyond his own prejudice and complacency, to a genuine encounter with the subject's fundamental issues, language and technique.

What distinguishes the Program is that it arranges the disciplines into a whole "circle of knowledge." Education is not an accumulation of credits like bricks

in a facade; it is an organic growth. Each classroom should be resonant with ideas from all the ways of knowing and communicating. The student learning Shakespeare should not be ashamed to cite Erasmus or Montaigne, Virgil or even Sophocles. The class discussing Russell might well remember Plato or St. Thomas. A range of references which would elsewhere look like showing-off is matter of course in the Program.

One thing the Program is not: it is not easy. It draws on the student's deepest resources, both intellectual and emotional. There is an old joke among the faculty to the effect that the real teachers in this department are not getting paid: the real teachers are the authors of the great books. The daily encounters with these authors fill and stretch and sometimes baffle the students' minds. They inevitably measure themselves against the standards the authors set. The experience touches their beliefs and questions their prejudices. But it matures them too, not only for work, but for the examined life.

An outline of the course of studies in the Program follows. Further details about the Program are available from the Program of Liberal Studies Office, 318 O'Shaughnessy Hall, Notre Dame, Indiana 46556.

Note: Illustrations, except for the Program's seal, are sculptures by Ivan Mestrovic on the campus of the University of Notre Dame.
Cover: "St. John the Evangelist"
Page 3: "Moses"
Page 5: "Madonna and Child"
Page 7: "Samaritan Woman"

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Course of Studies

Sophomore Year

Course		Credits
PLS 241	Philosophical Inquiry	3
PLS 243	Poetry	3
PLS 247	Fine Arts I	3
PLS 281	Great Books Seminar I	4
	Elective	3
		16
PLS 242	Ethics	3
PLS 244	Natural Science I	3
PLS 248	Fine Arts II	3
PLS 282	Great Books Seminar II	4
	Elective	3
		16

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Junior Year

PLS 341	Politics	3
PLS 343	Drama	3
PLS 345	Foundations of Christianity	3
PLS 381	Great Books Seminar III	4
	Elective	3
		16
PLS 342	Concepts of Man	3
PLS 344	Natural Science II	3
PLS 346	Novel	3
PLS 382	Great Books Seminar IV	4
	Elective	3
		16

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Senior Year

PLS 441	Foundations of Thought	3
PLS 445	Intellectual & Cultural History to 1789	3
PLS 447	Natural Science III	3
PLS 481	Great Books Seminar V	4
	Elective	3
		16
PLS 442	Christian Theological Tradition	3
PLS 446	Intellectual & Cultural History from 1789	3
PLS 462	Essay-Tutorial	3
PLS 482	Great Books Seminar VI	4
	Elective	3
		16

Tutorial works treated include:

PHILOSOPHICAL INQUIRY: Plato, *Gorgias, Meno;* Aristotle, *Prior and Posterior Analytics;* Pieper, *Leisure, the Basis for Culture.* POETRY: T. S. Eliot, *The Complete Poems and Plays;* Milton, *Paradise Lost;* Keats, *Selected Poetry and Letters.* FINE ARTS I AND II: Langer, *Problems of Art;* Cage, *Silence;* Bach, *Brandenburg Concerto #2;* Bartok, *String Quartet No. 3, No. 4;* Beethoven, *Symphony No. 3;* Mozart, *Don Giovanni.* ETHICS: Aristotle, *Nicomachean Ethics;* Mill, *Utilitarianism;* Nietzsche, *Genealogy of Morals;* Lewis, *Abolition of Man.* NATURAL SCIENCE I, II, AND III: Aristotle, *Physica;* Copernicus, *On the Revolutions of Heavenly Spheres;* Galileo, *Two New Sciences;* Newton, *Principia;* Euclid, *Elements of Geometry;* Darwin, *Origin of Species.*

FOUNDATIONS OF CHRISTIANITY: *The Jerusalem Bible; The Psalms: A Singing Version.* POLITICS: Aristotle, *Politics;* Hamilton, Madison, Jay, *Federalist Papers;* Locke, *The Second Treatise of Government; U.S. Supreme Court Decisions.* DRAMA: Aeschylus, *Prometheus Bound;* Shakespeare, *Twelfth Night, Hamlet;* Ibsen, *Ghosts;* Chekov, *Uncle Vanya.* CONCEPTS OF MAN: Aristotle, *De Anima;* Aquinas, from the *Summa;* Freud, *The Origin and Development of Psychoanalysis;* Skinner, *Beyond Freedom and Dignity.* FOUNDATIONS OF THOUGHT: Locke, *Essay Concerning Human Understanding;* Kant, *Critique of Pure Reason;* NOVEL: Joyce, *Ulysses;* Lawrence, *Sons and Lovers;* Faulkner, *Light in August.* INTELLECTUAL AND CULTURAL HISTORY I AND II: Gibbon, *Decline and Fall of the Roman Empire;* Kant, *On History;* Nietzsche, *Use and Abuse of History, Thus Spake Zarathustra;* Dostoyevsky, *The Possessed.* CHRISTIAN THEOLOGICAL TRADITION: Augustine, *Enchiridion;* Aquinas from the *Summa;* Newman, *An Essay on the Development of Christian Doctrine; Documents of Vatican II.*

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"To know is to be able to learn."—Heidegger

"Knowledge, in proportion as it tends more and more to be particular, ceases to be knowledge."—Newman

"There are indeed mistakes made, through the fault of our advisers, who teach us how to debate and not how to live. There are also mistakes made by the pupils, who come to their teachers to develop, not their souls, but their wits. Thus the study of wisdom has become the study of words."—Seneca

The Faculty

Reverend Nicholas Ayo, C.S.C.
A.B., 1956, University of Notre Dame
S.T.L., 1960, Gregorian University, Rome
M.A., 1962, University of Notre Dame
Ph.D., 1966, Duke University

Reverend E. Gerard Carroll
B.Ph., 1962, Lateran University, Rome
S.T.L., 1966, Lateran University, Rome
S.T.D., 1969, Lateran University, Rome
B.Mus., 1974, London University
Ph.D., 1981, Trinity College, Dublin

Edward J. Cronin
A.B., 1938, University of Notre Dame
M.A., 1940, University of Chicago
Ph.D., 1951, University of Minnesota

Michael J. Crowe
B.A., 1958, University of Notre Dame
B.S., 1958, University of Notre Dame
Ph.D., 1965, University of Wisconsin

Juan De Pascuale
B.A., 1973, Queens College, New York
M.A., 1980, Brown University
L.Phil., 1981, Louvain University, Belgium

Linda C. Ferguson
B. Mus., 1968, University of Missouri
M. Mus., 1970, University of Missouri
D.M.A., 1977, University of Missouri

John J. Lyon
B.A., 1954, University of Notre Dame
M.A., 1955, University of Notre Dame
Ph.D., 1966, University of Pittsburgh

Walter J. Ong
A.B., 1960, Georgetown University
M.A., 1962, University of Chicago
Ph.D., 1966, University of Chicago

F. Clark Power
B.A., 1970, Villanova University
M.A., 1974, Washington Theological Union
Ed.D., 1979, Harvard University

Stephen J. Rogers
A.B., 1956, University of Notre Dame
M.A., 1957, Harvard University
Ph.D., 1966, Harvard University

David L. Schindler
A.B., 1967, Gonzaga University
M.A., 1970, Gonzaga University
Ph.D., 1976, Claremont Graduate School

Phillip R. Sloan
B.S., 1960, University of Utah
M.S., 1964, Scripps Institute of Oceanography
M.A., 1967, University of California
Ph.D., 1970, University of California

Janet E. Smith
B.A., 1972, Grinnell College
M.A., 1975, University of North Carolina
Ph.D., 1982, University of Toronto

Mary Katherine Tillman
B.A., 1964, Mundelein College
M.A., 1966, St. Louis University
M.A., 1971, New School for Social Research
Ph.D., 1974, New School for Social Research

Appendix C:

Career and Educational Post-Bachelor Studies

Program of Liberal Studies

GRADUATE SCHOOLS ATTENDED
PROGRAM OF LIBERAL STUDIES GRADUATES, 1954-84

The following list of areas of study and schools attended by the Notre Dame graduates of the Program of Liberal Studies was compiled by a mail questionnaire of all graduates of the Program since its beginning in 1950, as published in Programma, the newsletter of the Program of Liberal Studies. No attempt has been made to indicate the duplicate numbers of graduates who may have pursued the same field at a given school.

AMERICAN STUDIES
Cornell University
Emory University
University of Minnesota
University of Notre Dame

ANTHROPOLOGY
Yale

ARCHITECTURE
Washington University

ASIAN STUDIES
Univeristy of Havaii

BUSINESS
American University
University of California
University of Chicago
Columbia University
Duquesne University
Harvard University
Indiana University
University of Michigan
New York University
University of Notre Dame
University of Pittsburgh
San Diego State
Western Michigan University

COMPARATIVE LITERATURE
University of Chicago
Harvard University

CREATIVE AND FINE ARTS
University of California
Catholic University of America
Fulbright in London
Illinois Institute of Design
London Academy of Music and Drama
New School for Social Research
San Francisco State College
Yale University

ECONOMICS
University of Notre Dame
Oxford University
Valparaiso University
University of Wisconsin

EDUCATION
University of California
University of Chicago
Columbia University
Cornell University
Glassboro State College
Indiana University
University of Massachusetts
North Carolina Teachers College
University of Notre Dame
University of Toronto
Trinity College
University of Wisconsin

EGYPTOLOGY
University of Toronto

ENGLISH
Brown University
University of Buffalo
Catholic University of America
University of Chicago
Columbia University
University of Denver
University of Iowa
University of Notre Dame
Ohio State University
Stanford University
University of Toronto
Yale University

ENGINEERING ADMINISTRATION
Case Western Reserve

GOVERNMENT
University of Chicago
Columbia University
Georgetown University
University of Notre Dame

HISTORY
University of California
University of Chicago
Columbia University
University of Vermont

HISTORY AND PHILOSOPHY OF SCIENCE
Harvard University
Northwestern University
University of Notre Dame
University of Wisconsin

HUMANITIES AND CLASSICS
Univeristy of California
University of Chicago
Rutgers University

JOURNALISM
Kent State University
Northwestern University

LAW
University of Akron
University of Arizona
University of Baltimore
Boston College
Buffalo University
University of California
University of Chicago
University of Cinncinati
University of Connecticut

LAW (continued)
Cornell University
De Paul University
Duke University
Emory University
University of Florida
Fordham University
Georgetown University
Harvard University
University of Kentucky
Indiana University
University of Illinois
University of Iowa
Loyola University
University of Michigan
University of Missouri
New York University
Northwestern University
University of Notre Dame
Ohio State University
University of Pittsburgh
Rutgers University
Southern Methodist University
Standford University
St. John's University
St. Louis University
St. Paul University
San Francisco Law School
Syracuse University
University of Texas
Tulane University
Tulsa University
Villanova University
University of Virginia
Washburn University
Wayne State University
University of Washington
Western Reserve
Yale University

LIBRARY SCIENCE
Indiana University
University of Michigan

MATHEMATICS
University of Minnesota
University of Notre Dame

MEDICINE
Boston University
Faculté de Médecine, Angers, France
Galveston
Georgetown University
Harvard University
University of Iowa
Jefferson Medical College
Louisiana State University
University of Michigan
Ohio State University
University of Pittsburgh
St. Louis University
Syracuse University

PHILOSOPHY
Boston University
University of Chicago
Fordham University
University of Freiburg, Germany
Georgetown University
Marquette University
New School for Social Research
Northwestern University
University of Notre Dame
University of Texas
University of Toronto
Yale University

PSYCHOLOGY
Catholic University of America
East Texas State University
University of North Carolina
Ohio State University
University of South Carolina

BUSINESS
DePaul University
J.L. Kellog Graduate School of Management, Northwestern University
Northeastern University
Syracuse University

ENGLISH
University College, Dublin, Ireland
University of California - Berkeley
University of Flordia
Johns Hopkins University
Northwestern University

ENGINEERING ADMINISTRATION
Union College

FILM
San Francisco State University

GEOGRAPHY
State University of New York, Buffalo
University of Minnesota

SOCIAL WORK
University of Chicago
New York University
Syracuse University

SOCIOLOGY
University of Chicago
Michigan State University

THEOLOGY
Borromeo Seminary
University of California
Diocese of Brooklyn
Université de Louvain, Belgium
University of Detroit
Jesuit Community, Cambridge, Ma.
Maryknoll Seminary
University of Notre Dame
St. Mary of the Lake Seminary
University of Vermont
Wilmington Seminary

LAW
Catholic University, Washington, DC
Columbia School of Law
Dickinson School of Law, Carlisle, Pa.
University of Denver
University of Detroit
London Law Center
George Washington Law Center
University of Wisconsin

LATIN AMERICAN STUDIES
Stanford University

MASTER OF ARTS IN TEACHING
Yale

MATHEMATICS
Holy Names College

MEDICINE
University of Southern California
University of Texas, Medical Branch

NATURAL RESOURCES
School of Natural Resources, University of Michigan

PUBLIC ADMINISTRATION
George Washington University

THEOLOGY
McMaster University

URBAN STUDIES
Loyola University of Chicago

Appendix D:

Specially Designed Teacher-Course Evaluation Form

Program of Liberal Studies

TCE Supplementary Questions
Program of Liberal Studies

For Tutorials only: (Please leave #17-23 blank; skip to #24 below)

15. Evaluate the course insofar as it encouraged careful exploration and analysis appropriate to the subject matter of the tutorial.

A. Excellent B. Good C. Average D. Poor E. Very Poor

16. Evaluate the contribution of the teacher to the improvement of your writing.

A. Excellent B. Good C. Average D. Poor E. Very Poor

For Seminars Only: (Please leave #15, 16, 21-23 blank; skip to #24 below.)

17. Evaluate the ability of your teacher to initiate significant discussion.

A. Excellent B. Good C. Average D. Poor E. Very Poor

18. Evaluate the ability of your teacher to direct the discussion in a beneficial way.

A. Excellent B. Good C. Average D. Poor E. Very Poor

19. Do you think there was adequate class discussion in this seminar?

A. Yes.

B. One or a few students dominated too much of the time.

C. The teacher did not maintain sufficient control.

D. The teacher dominated too much of the time.

20. Evaluate the course as a resource and opportunity to help you integrate the issues of the course into your own experience and personal outlook.

A. Excellent B. Good C. Average D. Poor E. Very Poor

For All Arts and Letters Courses:

24. Among the goals listed below, choose the one most important in this course (blacken the appropriate box):

A) Gaining factual knowledge (terminology, classifications, methods, trends).

B) Learning fundamental principles, generalizations or therories to improve rational thinking, problem-solving and decision-making.

C) Developing specific skills, competencies and points of view needed in this field.

D) Developing creative capacities.

E) Developing skill in expressing myself orally or in writing.

25. How would you rate your progress toward this goal as a result of this course? (A = Excellent; B = Good; C = Average; D = Poor; E = Very Poor.)

Essay Questions for Tutorials and Seminars (Please use the back of this sheet for responses.)

1. How could I have helped you in this course in ways that I didn't?
2. Why didn't you say this to me sooner?
3. What suggestions do you have for the improvement of this course?
4. Do you have any additional comments to make about questions 1-20 and 24-25?
5. Do you have comments about any matter not covered in this questionnaire?